

U.S. Department of Education: Race to the Top Program

**Webinar Training for
Race to the Top Phase 2 Reviewers**

June 4, 2010



Goals for this Session

- Getting an overview of Race to the Top
- Navigating through the resources you'll be receiving from us
- Understanding how to read an application
- Understanding how to read the budgets

Ground Rules for this Call

- Ask questions as we go!

About Race to the Top

- \$4B competitive grant to encourage and reward states implementing comprehensive reforms across four key areas:
 - Adopting standards and assessments that prepare students for success in college and the workplace
 - Recruiting, rewarding and retaining effective teachers and principals
 - Building data systems that measure student success and inform teachers and principals how they can improve their practices
 - Turning around the lowest-performing schools
- With an overarching goal of:
 - Driving substantial gains in student achievement
 - Improving high school graduation and college enrollment
 - Narrowing achievement gaps

Resources

Your Task as a Reviewer

- As a reviewer, your job will be to:
 - Decide how many, of the possible points, an application has earned
 - Write comments that justify your scores and that provide feedback to applicants
- You'll get plenty of training on this June 11-12.

Review Process – The Big Picture

June

July

August

Application
Review

- Read applications
- Draft your comments & scores

Tier 1
Panel
Reviews

- Review and discuss applications
- Finalize your Tier 1 comments & scores

Tier 2
Finalist
Presentations

- Applicant presentations and Q&A
- Finalize your Tier 2 comments & scores

Resources and Background Materials Coming to Your Home Today...

- Executive Summary of the Notice
- Frequently Asked Questions (additional guidance from ED)
- Application Package (the “form” that States completed)
- Reviewer Scoring Tool (priorities, criteria, points, rubric, reviewer guidance)
- Workshop Readings

Overview of the Notice Inviting Applications

Overview of the Notice

States must meet:

Application Requirements, e.g.:

- Signatures of key stakeholders
- Certification from State's attorney general re: descriptions of State laws
- State Reform Conditions requirements
- Reform Plan requirements

Program/Other Requirements:

- Evaluation
- Participating LEA scope of work
- Make work available
- Technical assistance
- State summative assessments

Eligibility Requirements:

- Approved for State Fiscal Stabilization prior to award
- No legal barriers at State level to linking student achievement data to teachers and principals for purposes of evaluation

*Applications will be scored based on:**

Priorities:

- Absolute: Comprehensive approach to education reform
- Competitive: Emphasis on STEM
- Invitational: Innovations for Improving Early Learning Outcomes
- Invitational: Expansion and adaptation of statewide longitudinal data systems
- Invitational: P-20 coordination, vertical and horizontal alignment
- Invitational: School-level conditions for reform, innovation, and learning

Selection Criteria:

- State success factors
- Standards and assessments
- Data systems to support instruction
- Great teachers and leaders
- Turning around the lowest-achieving schools
- General

* Note that invitational priorities are not scored.

Overview of the Notice

States must meet:

Application Requirements, e.g.:

- Signatures of key stakeholders
- Certification from State's attorney general
- re: descriptions of State laws
- State Reform Conditions requirements
- Reform Plan requirements

Program/Other Requirements:

- Evaluation
- Participating LEA scope of work
- Make work available
- Technical assistance
- State summative assessments

Eligibility Requirements:

- Approved for State Fiscal Stabilization prior to award
- No legal barriers at State level to linking student achievement data to teachers and principals for purposes of evaluation

*Applications will be scored based on:**

basic information about what must be in the application

- **Competitive:** Emphasis on STEM
- **Invitational:** Innovations for Improving Early Learning Outcomes
- **Invitational:** Expansion and adaptation of statewide longitudinal data systems
- **Invitational:** P-20 coordination, vertical and horizontal alignment
- **Invitational:** School-level conditions for reform, innovation, and learning

Selection Criteria:

- State success factors
- Standards and assessments
- Data systems to support instruction
- Great teachers and leaders
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Overview of the Notice

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- Signatures of key stakeholders
- Certification from State's attorney general re: descriptions of State laws
- State Reform Conditions requirements
- Reform Plan requirements

Program/Other Requirements:

- Evaluation
- Participating LEA scope of work
- Make work available
- Technical assistance
- State summative assessments

Eligibility Requirements:

- Approved for State Fiscal Stabilization prior to award
- No legal barriers at State level to linking student achievement data to teachers and principals for purposes of evaluation

*Applications will be scored based on:**

Priorities:

- Absolute: Comprehensive approach to education reform
- Competitive: Emphasis on STEM
- Invitational: Innovations for Improving Early Learning Outcomes

requirements for all Race to the Top grantees

- Invitational: 1-20 coordination, vertical and horizontal alignment
- Invitational: School-level conditions for reform, innovation, and learning

Selection Criteria:

- State success factors
- Standards and assessments
- Data systems to support instruction
- Great teachers and leaders
- Turning around the lowest-achieving schools
- General

* Note that invitational priorities are not scored.

Overview of the Notice

States must meet:

Application Requirements, e.g.:

- Signatures of key stakeholders
- Certification from State's attorney general re: descriptions of State laws
- State Reform Conditions requirements
- Reform Plan requirements

Program/Other Requirements:

- Evaluation
- Participating LEA scope of work
- Make work available
- Technical assistance
- State summative assessments

Eligibility Requirements:

- Approved for State Fiscal Stabilization prior to award
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- Absolute: Comprehensive approach to education reform
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Selection Criteria:

- State success factors
- Standards and assessments
- must meet in order to be instruction
- eligible s
- turning around the lowest-achieving schools
- General

Overview of the Notice

States must meet:

Application Requirements:

- Signatures of key officials **must address in application; you are judging this**
- Certification from the Governor
- State Reform Conditions requirements: descriptions of State laws
- State Reform Conditions requirements
- Reform Plan requirements

Program/Other Requirements:

- Evaluation
- Participating LEA scope of work
- Make work available
- Technical assistance
- State summative assessments

Eligibility Requirements:

- Approved for State Fiscal Stabilization prior to award
- No legal barriers at State level to linking student achievement data to teachers and principals for purposes of evaluation

*Applications will be scored based on:**

Priorities:

- Absolute: Comprehensive approach to education reform
- Competitive: Emphasis on STEM
- Invitational: Innovations for Improving Early Learning Outcomes
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Selection Criteria:

- State success factors
- Standards and assessments
- Data systems to support instruction
- Great teachers and leaders
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- General

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Overview of the Notice

States must meet:

Application Requirements, e.g.:

- Signatures of key stakeholders
- Certification from areas that earn competitive preference points; re: descriptions you are judging this
- State Reform Commission requirements
- Reform Plan requirements

Program/Other Requirements:

- Evaluation
- Participating LEA scope of work
- Make work available
- Technical assistance
- State summative assessments

Eligibility Requirements:

- Approved for State Fiscal Stabilization prior to award
- No legal barriers at State level to linking student achievement data to teachers and principals for purposes of evaluation

*Applications will be scored based on:**

Priorities:

- Absolute: Comprehensive approach to education reform
- Competitive: Emphasis on STEM
- Invitational: Innovations for Improving Early Learning Outcomes
- Invitational: Expansion and adaptation of statewide longitudinal data systems
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Selection Criteria:

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- Standards and assessments
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- Great teachers and leaders
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- General

* Note that invitational priorities are not scored.

Overview of the Notice

States must meet:

Application Requirements, e.g.:

- Signatures of key stakeholders
- Certification from State's attorney general re: descriptions of State laws
- State Reform Conditions requirements
- Reform Plan requirements

Program/Other

- Evaluation
- Participating
- Make work available
- Technical assistance
- State summative assessments

areas of interest that extend the core work – do not earn points; you are not judging these

Eligibility Requirements:

- Approved for State Fiscal Stabilization prior to award
- No legal barriers at State level to linking student achievement data to teachers and principals for purposes of evaluation

*Applications will be scored based on:**

Priorities:

- Absolute: Comprehensive approach to education reform
- Competitive: Emphasis on STEM
- Invitational: Innovations for Improving Early Learning Outcomes
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Selection Criteria:

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- Standards and assessments
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- Great teachers and leaders
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Overview of the Notice

States must meet:

Application Requirements, e.g.:

- Signatures of key stakeholders
- Certification from State's attorney general re: descriptions of State laws
- State Reform Conditions requirements
- Reform Plan requirements

Program/Other Requirements:

- Evaluation
- Participating LEA scope of work
- Make work available
- Technical assistance
- State summary of accomplishments and plans that earn points; you are judging this

Eligibility Requirements:

- Approved for State Fiscal Stabilization Act prior to award
- No legal barriers at State level to linking student achievement data to teachers and principals for purposes of evaluation

*Applications will be scored based on:**

Priorities:

- Absolute: Comprehensive approach to education reform
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- State success factors
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* Note that invitational priorities are not scored.

Understanding the Application

How the Pieces Fit Together

Two Types of Selection Criteria

- **State Reform Conditions Criteria** - used to assess State's progress and success in creating conditions related to the four education reform areas.
- **Reform Plan Criteria** - used to assess State's plan for future efforts in the four education reform areas.

How the Pieces Fit Together

The Parts of a Response...

- **Narrative:** The narrative describes how the State has addressed or will address that criterion.
- **Performance Measures:** For several criteria, the State is asked to provide goals, annual targets, and baseline data.
- **Evidence:** Some criteria require specific information as supporting evidence; States may include additional evidence that they believe will help you judge their response.
- **Appendices:** States may include additional information in appendices, which they are asked to reference in their narratives.
- **Budgets:** States' budgets contain valuable information about how they plan to address criteria.

State Reform Conditions Criterion Example

State Reform Conditions Criterion Example

(C)(1) Fully implementing a statewide longitudinal data system
(24 points – 2 points per America COMPETES element)

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.

Evidence:

- **Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State’s statewide longitudinal data system.**

Recommended maximum response length: Two pages

(Enter text here.)

State Reform Conditions Criterion Example

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Evidence:

- **Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State's statewide longitudinal data system.**

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- **Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State’s statewide longitudinal data system.**

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State Reform Conditions Criterion Example

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evidence

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- **Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State’s statewide longitudinal data system.**

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pages

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Evidence:

Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State’s statewide longitudinal data system.

Recommended maximum

(Enter text here.)

Application Requirement (d)

The State must provide, for each State Reform Conditions Criterion that it chooses to address, a description of the State’s current status in meeting that criterion and, at a minimum, the information requested as supporting evidence for the criterion and the performance measures, if any.

(See application p. 29)

narrative

Reviewer Guidance Example (C)(1)

(In Appendix B)

General Reviewer Guidance for (C)(1): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).

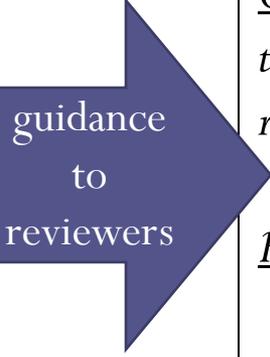
Reviewer Guidance Specific to (C)(1):

- *Applicants earn two (2) points for every element the State has, out of 12 elements possible.*

(C)(1) **(maximum total points: 24)** Fully implementing a statewide longitudinal data system: The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements.

Reviewer Guidance Example (C)(1)

(In Appendix B)



General Reviewer Guidance for (C)(1): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).

Reviewer Guidance Specific to (C)(1):

- *Applicants earn two (2) points for every element the State has, out of 12 elements possible.*

(C)(1) **(maximum total points: 24)** Fully implementing a statewide longitudinal data system: The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements.

Reviewer Guidance Example (C)(1)

(In Appendix B)

General Reviewer Guidance for (C)(1): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).

Reviewer Guidance Specific to (C)(1):

- *Applicants earn two (2) points for every element the State has, out of 12 elements possible.*

points

(C)(1) **(maximum total points: 24)** Fully implementing a statewide longitudinal data system: The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements.

Reform Plan Criterion Example

Reform Plan Criterion Example

(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)

The extent to which the State has a high -quality plan and ambitious yet achievable annual targets to—

(i) Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in -State programs where those teachers and principals were prepared for credentialing, and to publicly re port the data for each credentialing program in the State; and

(ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length : One page

(Enter text here.)

Reform Plan Criterion Example

(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and
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(Enter text here.)

(See application p. 41)

Reform Plan Criterion Example

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Recommended maximum response length: One page

(Enter text here.)



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- (ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: One page

(Enter text here.)

pages

Reform Plan Criterion Example

(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)

<p>The extent to which targets to—</p> <p>(i) Link student achievement, students’ teachers and principals, and teacher and principal credentialing programs to the state’s reform goals;</p> <p>(ii) Expand preparation programs that are producing effective teachers and principals.</p> <p><i>The State shall provide a detailed plan for each Reform Plan Criterion that it chooses to address, at a minimum, that should include, at a minimum, the following information:</i></p> <p><i>Reform Plan Criteria Requirements (e), for each criterion, to peer reviewers must be included in the attachments included in the application. Attachments can be in PDF or Word format.</i></p> <p><i>Recommended maximum number of attachments: 10</i></p>	<p style="text-align: center;">Application Requirement (e)</p> <p>The State must provide, for each Reform Plan Criterion that it chooses to address, a detailed plan for use of grant funds that includes, but need not be limited to--</p> <ol style="list-style-type: none"> (1) The key goals; (2) The key activities to be undertaken and rationale for the activities, which should include why the specific activities are thought to bring about the change envisioned and how these activities are linked to the key goals; (3) The timeline for implementing the activities; (4) The party or parties responsible for implementing the activities; (5) The information requested in the performance measures, where applicable, and where the State proposes plans for reform efforts not covered by a specified performance measure, the State is encouraged to propose performance measures and annual targets for those efforts; and (6) The information requested as supporting evidence, if any, for the criterion, together with any additional information the State believes will be helpful to peer reviewers in judging the credibility of the State’s plan.
<p>(Enter text here.)</p>	

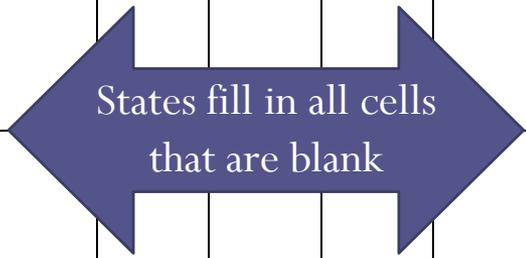


About Performance Measures

- Performance measures include goals and annual targets, baseline data, and other information.
- Reviewers will consider, as part of their evaluations of a State's application, the extent to which the State has set **ambitious yet achievable** annual targets that support the State's plan. So reviewers are looking for how States connected the plans in their narratives with their targets, and are asking themselves:
 - Are States being ambitious in what they're attempting to do?
 - Are they also being realistic in proposing a plan that they can achieve?
 - Have they balanced ambition and achievement thoughtfully and well?

Performance Measures Example (D)(4)

Goals: Baseline data and annual targets

Performance Measures	Actual Data: Baseline (Current school year or most	End of SY 2010 -2011	End of SY 2011 -2012	End of SY 2012 -2013	End of SY 2013 -2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	 <p>States fill in all cells that are blank</p>				
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.					
[Optional: Enter text here to clarify or explain any of the data]					

Here, States fill in the actual/baseline data in the first column and annual targets in the next four columns. Reviewers will look for “ambitious yet achievable” targets. States will report status against these targets in annual reports to the Department.

(See application p. 42)

Performance Measures Example (D)(4)

General data

Performance Measures	Actual Data: Baseline (Current School Year or most	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General data to be provided at time of application:					
Total number of teacher credentialing programs in the State.					
Total number of principal credentialing programs in the State.					
Total number of teachers in the State.					
Total number of principals in the State.					
[Optional: Enter text here to clarify or explain any of the data]					

This table is a general data collection form to support other calculations.
 It may provide context to reviewers.
 Again, States fill in only blank cells...here, that would be only the first column.

(See application p. 42)

Performance Measures Example (D)(4)

Heads-up: Data to be requested in annual reports

Performance Measures	Actual Data: Baseline (Current school year or most	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Data to be requested of grantees in the future:					
Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.					
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.					

There are no blank cells to fill in here – this table provides a heads-up that these data will be collected as part of annual reporting requirements in the future.

Reviewers can ignore these.

Reviewer Guidance Example (D)(4)

(In Appendix B)

General Reviewer Guidance for (D)(4): In judging the quality of the applicant's plan and annual targets for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (e).

Reviewer Guidance Specific to (D)(4):

- *The criterion must be judged for both teachers and principals.*

(D)(4) **(maximum total points: 14)** Improving the effectiveness of teacher and principal preparation programs: The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and
- (ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

Reviewer Guidance Example (D)(4)

(In Appendix B)

guidance
to
reviewers

General Reviewer Guidance for (D)(4): In judging the quality of the applicant's plan and annual targets for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (e).

Reviewer Guidance Specific to (D)(4):

- *The criterion must be judged for both teachers and principals.*

(D)(4) (maximum total points: 14) Improving the effectiveness of teacher and principal preparation programs: The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

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(ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

Reviewer Guidance Example (D)(4)

(In Appendix B)

General Reviewer Guidance for (D)(4): In judging the quality of the applicant's plan and annual targets for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (e).

Reviewer Guidance Specific to (D)(4):

- *The criterion must be judged for both teachers and principals.*

points

(D)(4) **(maximum total points: 14)** Improving the effectiveness of teacher and principal preparation programs: The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

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Points Ranges

- You'll assign points to each response at the sub-criterion level (*e.g.*, criterion (A)(1)(i)). (We also call this the “romanette level” because it’s the level that uses lower case roman numerals in the notice.)
- For each sub-criterion, the Department has specified a point maximum and has provided ranges for low, medium, and high quality responses.
- You'll use the general ranges provided as a guide when you award points.

Maximum Point Value	Quality of Applicant's Response		
	Low	Medium	High
45	0 – 12	13 – 33	34 – 45
40	0 – 10	11 – 29	30 – 40
35	0 – 9	10 – 25	26 – 35
30	0 – 8	9 – 21	22 – 30
28	0 – 8	9 – 20	21 – 28
25	0 – 7	8 – 18	19 – 25
21	0 – 5	6 – 15	16 – 21
20	0 – 5	6 – 14	15 – 20
15	0 – 4	5 – 10	11 – 15

Budget

Evaluating the Budget

- The Department will:
 - Determine if the costs are necessary, reasonable, and allowable
- In criterion (A)(2)(d), you will:
 - Determine the extent to which the budget is an accurate reflection of the work proposed in the State's plan
 - Determine the extent to which the State has thoughtfully coordinated, reallocated, or repurposed education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals
- For criteria across the entire application, you will:
 - Determine the extent to which the budget is an accurate reflection of the work proposed in the State's plan

The Parts of the Budget

1. Budget Summary

- a. **Table:** Total proposed budget, by category.
- b. **Narrative:** Overview of how the budget has been organized into projects.

2. Project-Level Detail:

- a. **Table:** Budget for each project, by category.
- b. **Narrative:** Backup detail for each category in each project budget.

How Projects Fit into the Budget

- States organize their budgets into “projects.”
- They may design these “projects” in whatever ways best match their proposal/needs. Examples:
 - A State might choose to have one “management project” focused on criterion (A)(2), Building Strong Statewide Capacity.
 - A State might have another “human capital project” that addresses criteria (D)(2) through (D)(5) in the Great Teachers and Leaders section.
- For each project the State has proposed in its Budget Summary Narrative, the State submits a Project-level Budget Table and accompanying Project-level Budget Narrative.

Project-Level Budget Table

For each budget category, States must include detailed backup information in their budget narratives – you’ll review this

Budget Part II: Project-Level Budget Table					
Project Name: [fill in the project name the State has assigned to this work]					
Associated with Criteria: [fill in the designations of the criteria associated with this project]					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual					
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)					

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all project years.
 *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
 Note that indirect costs are not allocated to lines 11-12.

States provide the budget for the project – by budget category and for each year of the grant

Budget Summary Table

Budget Part I: Summary Budget Table (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual					
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)					
14. Funding Subgranted to Participating LEAs (50% of Total Grant)					
15. Total Budget (lines 13-14)					

All applicants must provide a breakdown by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

In the Summary Table, States show the total for each budget category across all project-level budgets

Involved LEAs are funded for specific activities only

States may supplement an LEA's grant (e.g., pilot activity/low share)

States put their participating LEA formula subgrants here

...and total up each column to arrive at the full grant request

Your Questions?